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ABSTRACT

This module is designed to facilitate communication among students and between students and teachers by conducting selected classroom exercises which will increase pupils' understanding of communication processes and improve their communication with each other. The module consists of a pretest, posttest, and four exercises entitled: Introductions, Getting Acquainted, Listening, and Problem Solving. The author includes an appendix of suggestions for group productivity and explanations of members and leaders. A bibliography, References on T Groups and Laboratory Method is included. (JS)

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[GROUP DYNAMICS]

BY

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MAJOR OBJECTIVE: To be able to conduct selected classroom exercises which will increase pupil's understanding of communication processes and improve their communication with each other.

Pretest

1. Have you ever planned or conducted exercises in group dynamics for the classroom?

2. State the goals and the process for each of the following exercises:

   (A) Introductions
   (B) Getting Acquainted
   (C) Listening
   (D) Problem solving

   Note: It's doubtful that very many people are aware of these specific names for particular exercises. Individuals may be more aware of the exercises themselves.

3. List four specific reasons how communication may be impaired between two people.

4. List four specific roles that may be assumed in a problem solving situation.

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Evaluation of Pretest

1. If you have not planned or even considered the use of group dynamics in the classroom, then there is a good possibility that you will profit from this module.

2. The goals and process for each of the exercises are discussed in the package. This is the "meat of the module." The question should be answered to your own satisfaction.

3. (1) attitudes on the part of the speaker or listener
   (2) cultural or social values
   (3) anticipation--of what is to be said
   (4) non-verbal communication

4. (1) the initiator
   (2) the summarizer
   (3) the fact seeker
   (4) the monopolizer
   (5) others are listed in the appendix

If you can not list more than two answers for questions three and four, then there is a good possibility that you will find the module worthwhile.

Rationale

The following learning package contains four group dynamics exercises. They are designed to facilitate communication among students and between students and teachers. With today's considerable discussion of communication gaps, generation gaps, student-teacher gaps, and racial gaps, there seems little doubt of the need for better understanding and communication among individuals. These exercises are designed to increase awareness of the process of communication: what can improve it and what can impede it. The teacher should try to understand the purpose of each of the exercises before trying to use them; several appropriate questions in this regard are

(1) what will the students learn from the exercise?

(2) how will the students feel about the exercise when it is completed?

Facilitators usually find best results when several exercises are combined to accomplish a specific purpose.

Understanding the process of communication requires some sophistication of the learner. The teachers of elementary and perhaps even junior high/middle school students may wish to adapt the exercises for their level if the exercises appear too complex to achieve learning.

The teacher must make a judgment about the value of the exercises; depending upon the teacher's purpose they may be of great value or of no value at all. If the teacher wishes to explore additional information regarding such exercises, he could begin by consulting the bibliography that is attached. Information may be available from the local education representative in the district.

Exercise One: Introductions

To become acquainted with everyone in a new group often requires considerable time. This exercise introduces each member of a new group to the others: the teacher will know "names and faces" at the end of this 30-minute exercise. After the people are seated in a circle (the teacher sits anywhere in the circle), the process begins with the individual to the right of the teacher: that person states his name. The instructor repeats the student's name. Next, the person to the right of the first person then states his name, the name of the first person, and the name of the instructor. Then, the instructor repeats the second person's name and the first person's name. The person to the right of the second person states his name, the name of the second person, the name of the first person and the name of the instructor. The instructor then repeats the names of the third, second and first persons. The process continues until each has stated his or her name and the names of all those who have been previously stated; the instructor eventually states the names of all in the group. If the group is large (above twenty), a special procedure may be used. After the tenth person (or the person approximately in the middle of the group) has completed the process, the people who have not taken part in the exercise trade places with those who have. The process then begins again at the instructor's right.

Alternate Exercise

If the teacher feels that the process of repeating all of the names is too involved, he may choose to have each student repeat only the last two individuals' names.

To evaluate either of these exercises, the teacher should note (1) people interacting more quickly and to a greater degree with others whom they have not known, (2) a greater willingness for individuals to become involved in group activities (discussions, projects, etc.), and (3) whether he, as teacher, becomes acquainted with members of the group more quickly then he usually does.

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Exercise Two: Getting Acquainted

In newly formed groups, or even in established groups in which there is little interaction among members, it is often desirable for individuals to "get to know others" in the group. The following exercise helps to do this.

Groups of three are formed (commonly these are called triads); the only criterion for membership is that the individuals can not know each other. Individuals then name themselves A, B, and C, and proceed as follows: First, each member takes about 3 minutes to tell the other two as much about himself as he feels comfortable. (Total time: about 9 minutes). Second, two members of the group take about two minutes to tell the third what he has said about himself and what they might infer from what he has not said. Each member receives this feedback from the remaining two members. (Total time: about 6 minutes).

After these two phases have been completed, the group can decide to (1) repeat the process to become better acquainted, (2) join another triad to get to know more individuals, or (3) proceed to the group project if one has been designed. It should be noted that it is advisable for groups to complete some learning activity as a group after this exercise.

To look for success of this exercise, the teacher should note (1) whether the new groups tend to stay together or to drift apart, (2) whether the group activity is completed--and how well it is completed as a group, and (3) whether there is anyone using this process to get to know other people.

Finally, "getting acquainted" is the first step in trusting--a relationship that is developed slowly; it takes time to know another person. The exercise may be repeated whenever there is a need for people to "get acquainted."

Exercise Three: Listening

This exercise is designed to demonstrate the need to listen for comprehension of content rather than to hear words. A number of factors that can affect understanding will be discussed when the exercise is tried.

To begin, triads are formed and members name themselves A, B, and C. For the first phase A will be speaker, B will be the listener, and C will be the referee. The exercise involves 3 phases so that each member can adopt the 3 roles.

For each phase, the speaker selects his own topic from a list provided (a sample is included on a following page; the instructor should feel free to add or delete topics as he feels necessary). After the speaker has discussed his topic for about 7 minutes, the listener must summarize in his own words and without notes what the speaker has said. If the summary is thought incorrect, either the speaker or the referee may clarify misunderstandings.

As mentioned, the roles are exchanged and the process repeated.

After the 3 members have assumed each of the roles, the instructor (facilitator) distributes a sheet of questions and conducts a discussion based on those question--again a sample is provided on a following page.

It is difficult to evaluate whether students are "listening better" (a good deal of intuition helps!), but the teacher can look for students (1) reacting to content of conversation and not just to words, (2) clarifying vague or ambiguous conversation, and (3) eliminating non-verbal communication that inhibits verbal communication. If students are not succeeding in these ways, the exercise may be repeated with emphasis on a particular area; e.g., non-verbal communication.

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Task A (Preliminary)

1. From your own experience, identify and list 3 factors which have impeded understanding with respect to either written or verbal communication.

2. Similarly list 3 factors which have improved communication.

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Sample "Topics for Discussion" Sheet

1. Interracial and interfaith marriages--good or bad? Why?

2. Premarital sex relations--acceptable or not? Why?

3. Should college students be eligible for the draft?

4. Is the U.S. right in Vietnam?

5. Should the number of required credits for graduation be reduced?

6. Black Power--good or bad for Blacks?

7. Are student activists justified in taking over college buildings?

8. Cats and dogs should be allowed in school.

9. Arithmetic should be eliminated.

10. There should be more free time to do as we wish.

11. The teacher always has a "Teacher's pet."

12. Any issue may be substituted at the appropriate level.

Sample "Questions for Discussion" Sheet

1. How do our attitudes and feelings (either within ourselves or toward the speaker) affect what we hear?

2. How does anticipating what the speaker will say affect what we hear?

3. Are there cultural values which may cause us to screen out some of what is said?

4. How does non-verbal communication (facial expression, attention paid to the group activity, etc.) affect what we hear?

5. Does repeating words verbatim necessarily promote increased understanding?

6. What happens when there is complete silence?

7. What were some causes that made listening more difficult? Or easier?

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EXERCISE FOUR: PROBLEM SOLVING

The following exercise is designed to examine information-sharing in a problem-oriented group, to study the emergence of leadership behavior in group problem solving, and to observe cooperation in group problem solving. Groups may contain from 6 to 12 members; several groups can work in the same room; the following materials will be needed:

(1) Task instructions
(2) Problem information
(3) Reaction forms
(4) Pencils or pens

Samples of (1), (2), and (3) are provided on following pages.

After the groups are seated in circles, the facilitator distributes the task instruction sheets. When group members have read the instructions, the facilitator distributes the problem information (on cards) at random within the group. As closely as possible, each person should have the same number of cards.

When the cards have been distributed, the facilitator announces that 20 minutes will be allowed to solve the problem and that the time has begun. After the 20 minutes (sooner, if the groups finish early), the facilitator interrupts and distributes the reaction forms, which are to be completed independently. When the reaction forms have been completed, the facilitator leads a discussion of the activity, focusing on the sharing of leadership in task situations. Group members are encouraged to share data from their reaction forms. (The solution to the problem is 23/30 wors.)

This exercise is based on a problem by Rimildi, Training in Problem-Solving, publication No. 21, Loyola University, Psychometrics Laboratory.

To evaluate this exercise the teacher should look for (1) group problems being solved in a more organized fashion; i.e., there is less hesitation to work in groups, there are group-identified goals and objectives stated, and a process to reach goals and objectives is agreed upon; (2) students more willing to share information to solve group problems, (3) a group identity created that facilitates the solving of problems, and (4) different roles and leadership pattern identified.

Discussion of the various roles that may be assumed can often be illuminating. See the appendix for a more complete description of these roles.

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Problem-solving Task Instructions

Pretend that lutts and mipps represent a new way of measuring distance, and the dars, wors, and mirs represent a new way of measuring time. A man drives from Town A through town B and Town C, to Town D. The task of your group is to determine how many wors the entire trip took. You have twenty minutes for this task. Do not choose a formal leader.

You will be given cards containing information related to the task of the group. You may share this information orally, but you must keep the cards in your hands throughout the entire exercise.

Information for Individual Group Members

Each of the following questions and answers is typed on a 3 X 5 index card (26 cards). These are then randomly and equally distributed among the group members.

How far is it from A to B?
It is 4 lutts from A to B.
How far is it from B to C?
It is 8 lutts from B to C.
How far is it from C to D?
It is 10 lutts from C to D.
What is a lutt?
A lutt is 10 mipps.
What is a mipp?
A mipp is a way of measuring distance.
How many mipps are there in a mile?
There are 3 mipps in a mile.
What is a dar?
A dar is 10 wors.
What is a wor?
A wor is 5 mirs.
What is a mir?
A mir is a way of measuring time.
How many mirs are there in an hour?
There are two mirs in an hour.
How fast does the man drive from A to B?
The man drives from A to B at the rate of 24 lutts per wor.
How fast does the man drive from B to C?
The man drives from B to C at the rate of 30 lutts per wor.
How fast does the man drive from C to D?
The man drives from C to D at the rate of 30 lutts per wor.

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Problem Solving Task Reaction Form

1. Whose participation was most helpful in the group's accomplishment of the task? _____
   What did he/she do that was helpful?

2. Whose participation seemed to hinder the group's assigned task? _____
   What did he/she do that seemed to hinder?

3. What reactions did you experience during the problem-solving exercise? If possible, what behavior evoked a response on your part?

4. What role(s) did you play in the group as it worked the task?

Task B (Preliminary)

Design and assign a problem that requires group cooperation. The problem may be like the one listed and take only a short time to solve or it may be more extensive and require days or weeks to solve.

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Task C: Module Major Objective

The teacher will plan and conduct several of these exercises in some classroom. It is exceptionally important for the instructor to be aware of his purposes for using these exercises; they are tools to promote human interaction and understanding--different teachers may use them to accomplish different objectives.

After completing the exercises, the teacher should look for examples of transfer of learning that was to be gained. Some appropriate questions in this regard are:

> Are students solving problems in a more cooperative and organized fashion? Is there less hesitation to work together, are there group-identified goals and objectives, are solutions indicative of group effort, is there increased ability to share information with group members?,
>
> Are students "listening better?" Do students seek to clarify when meaning is not clear? Do students paraphrase? Are students willing simply to state, "I didn't understand; what do you mean?"?
> Are students more aware of the complexities of the communication process?

It should definitely be noted that human interaction skills--to be relevant--must be incorporated into day-to-day activities. For this reason, learning activities are valuable in combination with these exercises.

It should be noted as well that there is no guarantee that the exercises "will work." Human interaction is individualized, complex, and not easily studied. Ofen results take some time to become obvious--if they ever do. Too, the teacher should be prepared if "nothing happens" during an exercise: what does that say about the individuals involved? the setting? the focused interaction? and what can be learned from such a situation?

Conclusion and Posttest

I have found these and other exercises helpful in building a classroom community; I hope that others will as well.

The posttest will be the same as the pretest. The teacher should answer the questions to his own satisfaction.

APPENDIX

Included in this appendix are notes from a Western Washington State College Residence Hall Workshop. Dr. Larry Bramer was consultant for the weekend retreat; Mr. Tim Douglas was Director of Residence Hall Programs.

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SUGGESTIONS FOR GROUP MEMBERS

1. Responsibility for the group is shared by all members of the group. Identify with the group and its goals--if the group fails, it is your fault, not the group's fault.

2. Decisions should always be made by the group. They are not made by the leader, any individual, nor any clique--all important policies should be decided by the group. The group should set its own goals--and decide on the techniques that it should use to accomplish them.

3. Be informal. It is helpful to use first names, wear informal clothing, arrange chairs in an informal way (circles, not rows, etc.), encourage spontaneous discussion with few rules.

4. Use methods which will allow as many as possible of the group to participate. Let group discuss frequently in sub-groups--bring out minority and individual opinions by asking frequent questions of group members.

5. Be flexible. Be flexible in rules, agenda, and in all procedures in the group. You should establish an agenda for your meeting but you should always modify it when you find that the group wishes to modify it. The constitution or your procedural rules should change progressively as the needs and interests of the group change.

6. The group should cut down the threat to individual members. Get the group acquainted with each other as persons--use informal seating--minimize rules--separate the members of cliques or friendship circles--discuss the problem of status--use sub-groupings to get members used to talking in the group.

7. The group should continually evaluate its progress. This may be done by evaluation sheets, process reports, sub-group discussions, suggestion boxes, etc. The important point is that it should be done often, briefly, and well.

8. Group members should be conscious of the importance of the roles they play in the group. Study the different roles of members, analyze the role you play, consciously suggest roles that are helpful to group progress.

9. Sit so that if possible all members of grouping can see easily faces of all the other group members. Sit in a circle or double circle--do not have leader sit or stand apart from the group--do not sit too close nor too far apart--be comfortable.

10. Let the group be active. Let group members move around frequently--encourage an informal atmosphere--consciously provide for movement and verbal participation of all members.

FACTORS CONTRIBUTING TO A PRODUCTIVE GROUP

1. "A preponderance of favorable attitudes on the part of each member of the organization toward all the other members, toward superiors, toward the work, toward the organization--toward all aspects of the job."

2. This set of favorable attitudes "... is achieved by harnessing effectively all the major motivational forces which can exercise significant influence in an organizational setting ..." They include:

   A. "The ego motives" or "... the desire for new experiences."

   B. "The security motives."

   C. "Curiosity, creativity, and the desire for new experiences."

3. "The organization consists of a tightly-knit, effectively-functioning social system." The group is characterized by a high degree of loyalty and sensitivity for others.

4. The qualities of the leader:

   A. "He is supportive, friendly, and helpful rather than hostile."

   B. "He shows confidence in the integrity, ability, and motivations of subordinates ..."

   C. "His confidence in subordinates leads him to have high expectations as to their level of performance."

   D. "He sees that subordinates are well-trained for their particular jobs."

   E. "He coaches and assists employees whose performance is below standard."

5. Likert's "Principle of Supportive Relationships":

   "The leadership and other processes of the organization must be such as to insure a maximum probability that in all interactions and all relationships with the organization each member will, in the light of his background values, and expectations, view the experience as supportive and one which builds and maintains his sense of personal worth and importance."

Material taken from Likert, Rensis, New Patterns of Management, McGraw-Hill Book Company, Inc., New York, 1961, pp 97-103.

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PROBLEM SOLVING IN THE SMALL GROUP

OBJECTIVE: To look at the small group as a problem-solving unit.

Content: The small group may be looked at from one point of view as a task-accomplishing, problem-solving mechanism. Each of the activities of the members may be analyzed or interpreted in terms of the contribution of the activity toward the solution of the problem(s) confronting the group.

For the purpose of the analysis, the problem-solving process may be broken into five steps, or stages:

1. Defining the problem: Defining the problem so that it may be effectively worked on; internalizing the various aspects of the problem by verbal exploration.

2. Producing ideas: Creating various alternative solutions to the problems; getting ideas.

3. Testing the ideas: Examining the ideas or alternatives; collecting data and interpreting their relevance to the ideas; examining feelings and/or perceptions when relevant; reality testing.

4. Choosing among the ideas: Reaching a decision on alternative solutions to the problem as defined; choosing.

5. Planning for action: Examining implications of choice for action-taking; making detailed plans for action; reality testing and re-planning, which may involve returning to earlier stages.

It is suggested that a profitable way of analyzing group problem-solving, particularly if one has the intent of improving or engineering the process, is to break the process into steps: (1) Make an analysis of the blocks to the accomplishment of each step; (2) Analyze the roles that will remove the blocks; and (3) Devise methods that will help groups to overcome blocks.

BLOCKS: The following are sample suggestions:

1. Blocks to problem definition: Assumption that the problem is clear; over-abstraction of the problem; assumption that the problem is unimportant and hence does not need definition; premature testing or choosing; overgeneralization of the problem.

2. Blocks to producing ideas: Mixing of idea-getting and idea-testing, and thus producing threat; polarization; lack of information; over-generalization of original problem; member threat; group size, dichotomization; process problems; lack of experience, formality.

3. Blocks to testing ideas: Lack of data; lack of appropriate method of testing; premature voting; polarization; "sweetness-and-light atmosphere"; process problems; over-protection of ideas by members.

4. Blocks to deciding: Inadequate testing; lack of problem clarity; premature voting; polarization; voting rather than working toward consensus; identification of ideas with individuals.

5. Blocks to planning action: Failure to get consensus; failure to adequately test action implications; assignment of planning functions to a sub-committee; failure to pin down responsibility for carrying out plan.

MEMBER ROLES: The member roles which are engaged in during these stages can be analyzed in terms of their contributory function to the process of the problem solving.

1. Problem definition: Initiator; clarifier; compromiser.

2. Getting ideas: Information giver; idea giver; summarizer.

3. Testing ideas: Expresser of group feelings; initiator; clarifier.

4. Choosing among ideas: Consensus taker; clarifier; summarizer; expresser of group feelings.

5. Planning action: Initiator, compromiser, clarifier.

METHODS: Helpful methods for various steps: If methods are appropriate to the needs during a particular step in the problem solving, they will be helpful. Some methods are suited only to certain stages of problem solving.

1. Problem definition: Problem census; buzz grouping; general discussion.

2. Getting ideas: Brainstorming; buzz groups; silent periods; individual work.

3. Testing ideas: Role playing; case method; general discussion; gathering data.

4. Deciding: Deep freeze agenda; exploration of feelings; segmentation of problem.

5. Planning action: Sub-grouping; reality testing; role playing.

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ROLES OF COMMITTEE LEADERS

On the matter of roles there are several types that are necessary for a successful group. A good leader should analyze the roles that are present in his group and he should move to supplement weak or missing roles, either by finding another person to join the group or by taking this role upon himself. Some of the constructive group roles are following.

The Initiator: This is the person who brings up the new problem, suggests any activity or a new plan for the group to discuss. He must not only have the ability and imagination to perceive problems but he must also be able to define, clarify, and state them so that they present a challenge to the other members.

The Orientor: He helps focus the thinking and the talking of the group on the problem at hand and serves to keep them on the right track.

The Facilitator: He is the one who badgers members for a concise statement, a commitment, or an idea. "Would you explain that?", or, "I didn't get exactly what you were driving at in that statement; would you repeat it and make it a little clearer?"

The Encourager: He is the one who stimulates others to greater activity by showing approval, giving encouragement, etc.

The Harmonizer: He is the smoother-outer. He is the really mature person, who, realizing that progress is based on differences of opinion, and that differences of opinion and arguments must occur in any spirited discussion, makes a rational attempt to have all sides of the question considered.

The above roles are parts that the leader must take responsibility for and thus must be prepared to play if they do not evidence themselves in his group. The following roles are ones which it is best to encourage others in the group to take responsibility for, and, while these roles are not generally within the province of the leader, you may find that you might have to take some of these responsibilities, too!

The Recorder: He keeps a written record of the actions and decisions of the group itself, and reports to the group or to the public.

The Evaluator: He tries to determine the progress which the group is making towards its objectives or objective. He may analyze the way in which the group is cooperating or failing to cooperate in working toward an effectiveness of the leader in directing and guiding the group.

The Summarizer; He is the person who brings together ideas which have been contributed by other members, points out their relationship to one another, and suggests a course of action.

The Expeditor: He is concerned primarily with the comfort of the individual members, the physical setting, and the materials of the meeting. "He is the one who distributes paper and pencils when there is writing to be done; he finds a chair for the late-comer, opens a window, and adjusts the shades if the room is too warm or the sun shines in someone's eyes."

The Fact-Seeker: He is the one who calls attention to the importance of being aware of the realities of the situation and helps in that way to arrive at a sound decision.

The Compromiser: He is much like the harmonizer. He is the one who is willing to give ground, to admit that there may be two sides to the argument and who relinquishes his stand in order that progress might be made.

These are the more important desirable roles in the group process. These are primarily democratic roles--normal reactions of persons working together for a common objective. In contrast to these, there are certain autocratic and dominative roles which are primarily selfish. Watch for these when you become acquainted with your committee. These are the persons who will cause you trouble as a leader and at least a measure of annoyance to the working members of your group.

The first of these antagonistic roles we will call The Playboy. He is the one who is busy at something totally unrelated to the topic at hand in the midst of a discussion. He ridicules everything, writes notes or draws sketches which he passes to his neighbors. He tries to draw attention to himself and shows his lack of interest in the group's objective by boisterousness or cynicism. He refuses to do his part and tries to prevent others from doing theirs.

The Aggressor: He attempts to rule through fear. He ridicules, questions, and attacks the status of others in the group.

The Monopolizer: Can be counted on to speak up on every occasion, even interrupting others to do it, and to ramble on and on *ad infinitum*. He makes ten words do the work of one. He is a close relative to

The Recognition Seeker: Mr. Know-It-All, who knows all the answers and all the important people who know all the answers he doesn't; he has done everything and done it well. He expects and demands special consideration for all of his statements and positions, and shows it by the manner in which he makes his pronouncements.

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The Blocker: Is the one who is against everything. He usually has no good reason other than his negative attitude.

The Woolgatherer: Is the person who is constantly unable to keep his mind on the subject at hand. When everyone else is enthusiastically talking about one topic, he will pop up with a question on something impossibly remote.

The Whisperer: His specialty is starting a hushed discussion with his immediate neighbors to the confusion of the leader and the discomfort of the rest of the group. Rarely, if ever, does he contribute to the group as a whole.

Then, there is
Mr. Zipper-Mouth: He just won't talk. He listens, doesn't disturb any one, but doesn't contribute. Probably shy--certainly inarticulate.*

---

* from: *When You Preside*, by Sidney S. Southerland

COMMITTEES

A committee develops group ideas. You will find that group ideas are often better than those of an individual. Everyone in your committee will have different skills, ideas, and abilities and these must be blended together in the committee. A committee is composed of individuals so one must examine the individual personality before organizing the committee.

The most important aspect of committee work is communication. When the members can understand one another's ideas, feelings, opinions and attitudes, true consensus in decisions is more likely to be made. It is helpful to "think out loud" at committee meetings; others can group your ideas and develop them. In this process, other ideas can be added and modified until a solution is reached.

Effective committees provide for their members the basic human satisfactions which come when work is well done. Each one of us who voluntarily leads or works in committee groups must receive satisfaction from doing so. Committees which get things done develop a sense of pride in their members. Pride of accomplishment is a sustaining force and crucial factor in all voluntary activity.

The members of effective committees do their work according to mutually agreed upon rules. They function as a team: they work together.

ROLES OF COMMITTEE MEMBERS

There are several roles that the members of the committee will fill during a meeting. One or perhaps several of these you will find suited to you. One of these is Initiating. By this we mean keeping the group going. This involves suggesting action steps; new procedure, conversation topic or action, clarifying problems, issues and goals; offering an idea or suggesting a new alternative. Another role is one of Regulating or influencing the direction of the group. This function includes bringing the group back on the track, calling attention to time or agenda, and summarizing. A third role is Informing. This entails giving information, asking for opinions, giving your opinion, suggesting data collection. A fourth function of the group member is Supporting. In this, we encourage and support ideas of other group members in an attempt to hold the group together in order to accomplish its task. Perhaps a fifth role could be Evaluating. This is an attempt to get the group to evaluate its decisions, goals, or procedures. This might involve calling attention to the processes going on in the group; interpreting existing policy or rules and comparing actions with rules; testing feasibility--saying, "Let's examine how this might work;" attempting to determine what the group thinks of an issue (phrases question for a vote).

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WHEN YOU LEAD A COMMITTEE MEETING . . .

The following are some suggestions for your use when you are a discussion group leader:

1. The group should set its own goals. **Do not** impose your goals. Goals should be decided on by the whole group in discussion. The group should set its own agenda.

2. All decisions should be made by the group. Do not be tempted to make decisions for the group. Do not try to impose your standards on the group, no matter how tempting this is.

3. Be informal. Use first names, informal clothing, arrange chairs in circles, encourage spontaneous discussion with few rules. As far as possible, do away with voting, hand raising, and Roberts' Rules.

4. Be active. Set an atmosphere that encourages all to participate. Do little talking yourself. Ask questions. Accept opinions of all members without criticizing them. Be accepting. Listen to others. Be friendly. The more people talk, the more they like the discussion.

5. Use methods which allow participation and help problem solving. Break group down frequently into small groups, with the clear problems to solve. Groups are often too large for effective discussion without sub-grouping. Use role playing, listening teams, demonstrations, panels, and other methods which encourage participation.

6. Don't lead. Encourage the group to share the leadership. Don't try to pull or push or lead. Encourage any attempt that group members make to help the group along.

7. Evaluate. Continually evaluate. Help the group to evaluate how it is doing, whether it is solving its problems, whether it is accomplishing its goals. Use post-meeting reaction sheets, suggestion boxes, buzz groups on the question: "How can we improve our group discussions?"

8. Sit in a circle. Sit with the group, not in front of the group, or at a separate table or behind a rostrum. Arrange chairs so that a casual observer could not tell who the leader is. Arrange chairs so that people can comfortably see all the others in the group.

9. Give all facts to the group. Have confidence in the group. Do not keep any facts from all of the group. Trust the group to make the right decision.

10. Think and say "WE" not "I" or "YOU": Think in terms of "our group" and what we think, not what I want for the group, nor what you, as a group, will do.

(Materials adapted from *Dynamics of Participative Groups* by J. R. Gibb, Grace N. Platts, and Lorraine F. Miller.)

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Key to Coding

Change	C
Community and Social Action	CSA
Conferences, Workshops, Etc.	CW
Conflict Management	CM
Education	E
Individual	I
Leadership and Organizational Behavior	LOB
Skill Training, Participative Cases, Role Playing, Etc.	ST-PC-RP
Small Group	SG
Training and Learning	TL

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